**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Deborah Donnell** | | **Grade: 1st** | | | **Date(s)**: 5-6 days |
| **Unit Title: Wanted! A Few Good Friends** | | | **Corresponding Unit Task: (2) Designing a Survey** | | |
| **Essential Question:**  1. Why is it important for good readers, writers, and listeners to remember the important details when retelling a story, poem, or informational text?  2. How do illustrations help good readers locate and remember the important details in a story?  3. How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly?  4. Why is it important for good us to give others the opportunity to speak when we are sharing ideas?5. How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **books, chart paper, white boards, graphic organizer, word wall, Story Structure Matrix, Checklist for Conducting a Survey** | | | | **Author, characters, setting, problem/solution, character traits/words that name character traits, retelling, key details, illustrations, main topic** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.1.1 -** Ask and answer questions about key details in the text.  **RI.1.2** - Identify the main topic and retell key details of the text.  **RL.1.7** - Use illustrations and details in a story to describe its characters, setting, or events  **I Can Statement(s): identify the main topic of a text; retell the key details of a text using the illustrations for support; identify character traits.**  **Instructional Plan: Explore qualities of good friends. With Teacher Guidance, identify positive character traits in quality fiction and nonfiction texts while exploring the structural elements of stories.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.1.8** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **L.1.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **I Can Statement(s): respond to questions and suggestions from peers, and add details in writing as needed; Use conventions: uppercase/lowercase; use convention of standard English capitalization, punctuation, conventional/ phonetic spelling when writing**  **Instructional Plan: develop a simple survey to answer the question, “What is the most important characteristic of a good friend?”** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.1.4** - Determine or clarify the meaning of unknown and multiple meaning words and phrases based upon ***grade 1 reading and content***, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase.   **L.1.5** - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings  a. Sort words into categories (e.g., *colors, clothing* [ex. *friends*]) to gain a sense of the concepts the categories represent  **I Can Statement(s): determine/clarify meaning of unknown/multiple meaning words; demonstrate an understanding of word relationships**  **Instructional Plan: Students will use sentence-level context clues; sort words into categories as applicable.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.   1. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on one another’s talk in conversations by responding to the comments of others through multiple exchanges.   **SL.1.2** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  **SL.1.3** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  **I Can Statement(s): participate in discussions using agreed upon rules for listening and speaking.**  **Instructional Plan: Students will participate in collaborative conversations to identify character traits/ to develop survey.** | | | | |
| **Closing/Summarizing Strategy** | **Conduct Survey/Draw conclusions from survey results** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Math: talley marks, graphs, word problems (How many more selected \_\_\_ than\_\_\_\_\_?; How many in all…?)**  **Social Skills:**  **Learn to read facial expressions,, Read, “How are you Peeling.”** | | **Selective pairing of students to address individual needs** | | | **On going, add to word wall or character chart** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Teacher observation of student’s speaking, listening, and social skills** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*